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ABSTRACT

Project RETAIN (Retention in Education Technical Assistance and Information Network) is a Florida project that assists school districts through identification and dissemination of effective practices that keep students with mild disabilities in school. One part of the project examined dropout rates from Florida's 67 school districts and their programming and services. Results of the school district survey were organized into a single database. Seven districts were selected for site visits based on their size (either small, medium, or large) and their utilization of promising practices in 10 thematic areas identified by a previous Delphi study. Program profiles are provided for the following counties: Bradford, Broward, Levy, Manatee, Pasco, Pinellas, and Sarasota. Promising practices are grouped around the following thematic areas: (1) climate, (2) collaboration, (3) curriculum and instruction, (4) evaluation and development, (5) individualization, (6) program friendliness, (7) staff qualifications, (8) student objectives, (9) student services, and (10) training. Implications for practice are briefly addressed. Appendices include the interview template, sample forms from districts, and a list of contact persons. (DB)

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Bureau of Student Services and Exceptional Education
Division of Public Schools
Florida Department of Education

1994

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Promising Practices in the State of Florida for Dropout Prevention and Transition for Students with Special Needs

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Preface

Project RETAIN: Retention in Education: Technical Assistance and Information Network

Project RETAIN is a joint project of the ***Florida*** **Network** and the Florida Department of Education, Bureau of Student Services and Exceptional Education (BSSEE). The project's mission is to provide information and technical assistance to programs serving students with special needs. The specific goal of Project RETAIN is to identify strategies and practices that keep at-risk students, including students with mild disabilities, in school until graduation. Project RETAIN activities have included research into general effective practices in the areas of transition. Current dropout prevention and transition practices in Florida have been a major focus of study. Regional training programs have also been funded through Project RETAIN.

Project RETAIN provides for the development of publications and products to disseminate research findings. Products developed through Project RETAIN and produced by the ***Florida*** **Network** present information on promising practices in both transition and dropout prevention. These products, along with technical assistance from ***Florida*** **Network** staff, provide practicing professionals with resources for development of effective programming. Recent publications funded by Project RETAIN include:

- *The Relationship Between Dropout Prevention and Transition for Secondary School Students with Mild Disabilities*
- *The Statewide Transition Database*
- *The Statewide Dropout Prevention Database*
- *The* ***Florida*** **Network** *NEWS*
- *Technical Assistance Papers (TAPs).*

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Introduction

Who are the students most at risk for dropping out of school before graduation? West (1991) describes research into the characteristics of these students and provides a list of factors contributing to students' risk of dropping out. The academic, behavioral, and psychological difficulties listed below are primary causes for school leaving:

- one or more years behind grade level in basic skills
- history of truancy or delinquency
- disciplinary problems
- involvement with substance abuse (family or personal)
- family trauma (death, divorce, unemployment)
- experience of abuse (physical, sexual, emotional)
- economic or cultural disadvantage
- learning difficulties
- lack of success in traditional educational programs
- low self-esteem or poor self-concept
- mild to moderate disabilities.

These factors help schools identify at-risk students, but how are schools responding to the needs of these students? This report focuses on programs in the state of Florida that seek to address the needs of at-risk students in their communities. The information in this report is for:

- administrators who want to find out more about how other school districts are approaching programming for at-risk students
- program coordinators who are seeking new ways of reaching students
- teachers who are on the front line, implementing program objectives and preparing students for the future
- parents and community members who want to know how they can contribute to program outcomes.

The programs and practices described here by no means portray the entire scope of programming provided by all 67 school districts of Florida. However, this report does present current promising practices for keeping at-risk students in school until graduation and preparing them for successful transition from school to adult living.

Promising Practices for Dropout Prevention and Transition

School is fun, right? Learning is an adventure. Or at least that's what it's supposed to be. For some students, school is exciting, relevant, and the best time of their lives. What happens, however, when students encounter difficulties in their school experience? Whether due to academic deficits, dislike of school, interpersonal problems, family crises, or problems associated with mild to moderate disabilities, difficulties in school are a leading cause for high dropout rates for at-risk students across the country (Eckstrom et al., 1986). For many students, and especially students with disabilities, dropping out of school may seem like an appropriate option. Clark and Kolstoe (1990) indicate that approximately 30% of students with disabilities exit school without graduating. The general dropout rate for all students from the at-risk population is about 14% (West, 1991). Students who do not finish school experience difficulties in areas of postschool adjustment such as employment and the development of appropriate social networks (West, 1991). Programs targeting students who are at risk of dropping out of school are in place and operating successfully in school districts across the country. Wehlage (1983) described four factors found in effective dropout prevention programs. These are small and focused program administration and organization; teacher accountability and efficacy, and a focus not only on academic skills but also on student social and personal development; strong student support structures that engender the students' sense of belonging; and individualized curriculum or instructional approaches combined with community integration components (e.g., internships). Programs possessing these qualities appear to have a higher success rate of keeping at-risk students (including students with mild disabilities) in school (Wehlage, 1983).

Identification of Promising Practices in Florida's School Districts

In order to select programs in Florida that offer these and other promising practices, the authors used three main sources of information.

1. The findings of a nation-wide Delphi study designed to identify practices effective in keeping at-risk students in school.
2. Information on district programming and services from the ***Florida* Network** Transition and Dropout Prevention Database.
3. Dropout rates of all of Florida's 67 school districts.

The Delphi Study

In 1990, the ***Florida*** **Network** conducted a Delphi study to achieve expert consensus on effective practices for dropout prevention and transition programs. This study is completely described in Repetto, Hankins, and Schwartz (1993). The Delphi method (Linstone and Turoff, 1975) is based on the precept that the "group" knows more than the "individual." The Delphi technique elicits group responses in order to answer a question or to achieve consensus. ***Florida*** **Network's** study was conducted to develop a consensus among experts regarding effective practices specific to dropout prevention and transition programs. This study resulted in an array of effective practices as defined by leading experts in the fields of transition and dropout prevention. The effective practices identified through the Delphi study were organized under four major headings (Domains) and ten subheadings (Themes).

Domains. The domains are similar in nature to the four areas Wehlage (1983) suggested are common to programs found effective for keeping at-risk students in school. These broad categories cover the following areas:

- **Organization** - Program administration (scheduling, admissions, coordination of services).
- **Programming** - program development (curriculum and instruction, community-based training, support services, and student engagement in academics).
- **Personnel** - role perceptions of the professionals involved in programming (collaboration activities, accountability, and goal attainment).
- **Social** - students' current and anticipated social needs (acceptance, interpersonal interactions, social engagement, peer recognition, and extracurricular involvement) (Repetto, et al., 1992).

Themes. Effective practices for programming content and organizational strategies within each of the above domains were further distilled into ten themes comprised of similar practices:

- **Climate** - program characteristics that affect the atmosphere in which the students learn. These range from administrative methods to the relationships students develop through the program.
- **Collaboration** - interdepartmental partnerships and partnerships with agencies, businesses, and other organizations as part of the program's service delivery system.

- **Curriculum and Instruction** - variations in instructional methodology, curriculum design, and course offerings to address differences in learning styles and specific instructional focus (e.g., special education, vocational education, and topics related to survival skills).
- **Evaluation and Development** - internal and external mechanisms that allow program planners to improve service delivery and student outcome.
- **Individualization** - recognition and/or accommodation of the individual needs of students.
- **Program Friendliness** - characteristics that affect the accessibility of programs that meet students' particular needs.
- **Services** - program components based either in the school or in the community and designed to keep students active in school. These are highly individualized and may be focused on both family support and individual student needs.
- **Student Objectives** - the personal interests, abilities, and talents students bring into programs.
- **Staff Qualifications** - the skills and responsibilities of program personnel (e.g., accountability, job development, effective teaching, conflict management).
- **Training** - staff development and inservice training plans that address specific program parameters.

A complete explanation of the Delphi study, including these programming domains and program themes may be found in Repetto, et al. (1993).

The Dropout Prevention and Transition Databases

In 1991, the ***Florida*** **Network** surveyed the state's 67 school districts to determine the scope and content of programming and services offered throughout each county. Information received from each of the school districts was categorized and descriptored into common variables (e.g., teenage parent programs, community-based training, health services), and placed into a single database for use by researchers, educators, and other professionals. Access to this information provides the school districts of Florida an opportunity to see how other dropout prevention programs address their own system's unique needs. Each year, requests are sent out to all school districts for updates on the

information contained in the databases. Although efforts are made to keep the database as up-to-date as possible, the information contained in the database is only as current as the data school districts provide. In 1992, the return rate for the district surveys was 70%. The most current update of this database (Fall 1992) was used to identify the programs that offer Florida's most promising practices for dropout prevention and transition. Programs from school districts that provide services to at-risk students, including students with mild disabilities, were identified through database searches.

Dropout Rates in School Districts of Florida

ESE membership and ESE dropout rates for each school district were determined based on data obtained from ***Programs for Exceptional Students: Federal Annual Data Report Summary 1990-1991*** (April, 1992, Statistical Report Series 92-09). Overall district dropout rates for students with *mild* disabilities were examined to identify those districts whose rates suggested programming success. For this study, dropout rates for the ESE categories of Educable Mentally Handicapped (EMH), Emotionally Handicapped (EH), and Specific Learning Disabled (SLD) were selected for analysis. Since ESE data were included in this study, information on transition programming was also incorporated in the final selection of school districts.

Promising Practices Study

Site Selection. Descriptors from the Dropout Prevention and Transition Databases were matched with the ten themes from the Delphi study, resulting in the following array of selection criteria:

Climate

Attendance Monitoring
County Policy Statement
Extracurricular (student activities)
Intra-Student Social Support
Normative Environment
Peer Counseling
Peer Facilitator/Tutor
Recognition

Collaboration

Agencies
Business
Community
Intra-education (interdepartmental)
(Interagency) Councils
Interagency Agreements
Integrated skills
Parent Information
Parent Network

Curriculum and Instruction

Service based
Academics
Competency-Based
Career Education
Career Exploration
Community-Based Training
Computer Aided Instruction
Course Modifications/Suggestions
Vocational Training
OJT (on-the-job training)
Employment
Mentoring

Curriculum based
Academic
Exploration
Instructional Variety
Individualized Instruction
Employability Skills

Evaluation and Development

Program Evaluation
Pre-Evaluation
Post-Evaluation

Individualization

Case Management
Career Planning
IEP (Individualized Education Plan)
Student Assessment
Vocational Evaluation
Vocational Assessment

Program Friendliness

Advisement
Credit Make-Up
Dropout Liaison
Dropout Retrieval
Flexible (all aspects)
Grade Make-Up
Open Exit/Entry
Program Outreach
Scheduling Flexibility

Services

Advocacy
Agency Referral Follow-up
Childcare
Community Services
Employment Specialist
Financial
Referral
Guidance/Counseling
Medical Services
Mental Health
Resource/Tutorial
Transition Specialist
Follow-up Services
Family Services
Psychological Services
Support Services
Transportation

Student Objectives

Behavior Management
Entrepreneurship
Functional/Academic
Job Coach
Leadership
Life Skills
Social Skills
Social/Leisure
Survival Skills
Survival Skills (using services)

Staff Qualifications

Administrator Guidelines
Hiring Guidelines

Training

Inservice
Interdisciplinary

Database searches on these descriptors resulted in a list of school districts with programming components matching the Delphi criteria for exemplary practices in transition and dropout prevention. Seven districts were selected for site visits. The districts selected appeared to employ promising practices and were also representative of each size category (small, medium, and large). County size was included in the selection process to provide examples of programming within the context of demographic variety. To select small school districts, dropout rates (Florida Department of Education student information database, 1991-1992) were weighted more heavily in than were matches with appropriate descriptors. Programs were identified on the basis of those descriptions returned to the ***Florida*** **Network** during 1991 and 1992.

Site Visits. Site visits were conducted during the spring of 1993. These site visits were arranged to provide the researchers with direct contact with these promising programs. During the site visits, dropout prevention and transition personnel were interviewed using the template in Appendix B. The interviewees were selected by their own dropout prevention and transition district contact persons. The individuals interviewed were primarily district administrators, program coordinators, and teachers. Each provided different perspectives of the programming in his or her district. The data gathered through the site visits and interviews with program staff were intended to focus on ESE/Transition and Dropout Prevention activities. Many of the personnel interviewed, however, described their district's general programming approach, or detailed programs other than those specifically selected for review. Some interviewees occasionally voiced a need for additional programs and services. These discussions resulted in generalized descriptions of ESE/Transition and Dropout Prevention programs, rather than more specific program practices.

In addition to interviews, program documentation such as brochures, current (1992-1993) district program plans, outreach publicity, and other products were collected at the time of the site visit. These materials further updated information on the district's practices. This information is reflected in the district profiles presented in the following section.

Programs Selected for Study

For this study, the following district programs are highlighted:

- Bradford County: Performance Based Educational Alternative Program
- Broward County: Educational Alternatives - Transition Sixth Grade
- Broward County: Model School Adjustment Program
- Broward County: Elementary Behavioral Support Program
- Levy County: Educational Alternatives - Action Oriented Experiential Education
- Manatee County: Educational Alternatives
- Pasco County: Educational Alternatives - Performance Based Diploma
- Pasco County: Teenage Parent Program - Cyesis
- Pinellas County: Educational Alternatives - Challenge Program
- Sarasota County: Educational Alternatives - New Directions Alternative High School
- Sarasota County: Teenage Parent Program - Cyesis

These programs represent the variety of services available to all students, with and without disabilities, who are at risk for dropping out. ESE students who meet program criteria are eligible to participate. Many of the above programs were identified through database searches. Some were selected by the district representative interviewed for the study. All of these programs are designed to be responsive to the unique needs of each student enrolled in them.

The following program profiles identify the school district, district size, specific program title, and target population for each program visited. The themes and descriptors used to select the program are listed, as is the program's funding source (obtained from each district's dropout prevention plan). A brief description of the program is also included.

All information is based on the program data provided by each school district contacted. Every attempt was made to ensure that the information provided on these programs was as current and as accurate as possible.

Program Profiles

District: Bradford County

Size: Small

Program Title: Performance Based Educational Alternative Program

1992-1993 Program Location(s): Bradford County High School, Starke; Bradford-Union Vocational-Technical Center, Starke

Target Population: Secondary students who are not experiencing success in the regular academic program or who have been identified as at risk for dropping out. Also served are students who return to school after having dropped out.

Themes	Descriptors
Climate	County Policy Statement, Normative Environment
Collaboration	Interagency Council, Business, Community
Curriculum and Instruction	Competency-based, Employability Skills, Computer-Aided Instruction, Vocational Training, Academic (services), Course Modification
Evaluation and Development	Program Evaluation, Pre-evaluation, Post-evaluation
Services	Transportation, Guidance/Counseling

Funding Source: Weighted Dropout Prevention Funds with additional support from school district as needed to maintain the program

Program Description: This program runs in conjunction with the regular high school academic program. Students remain enrolled in their home school and spend the majority of each school day at the area vocational-technical center located several blocks away. This center also serves regular vocational education students and adults pursuing vocational certifications. Coursework includes instruction in vocational education and basic academics. Students progress through the program and earn credits toward a high-school diploma through meeting academic and vocational competencies in this performance-based program. Instructional format includes teacher-led instruction,

computer-aided instruction, peer tutoring, and small group work. Individualized instruction is provided as needed. ESE students are also served in a resource teacher model through a paraprofessional ESE specialist.

Students spend three to five hours weekly in a small-group counseling setting. Students participate in vocational classes in their specific area. They also receive instruction in employability skills. Vocational certification in a specific area of study is required for graduation. To receive the program's performance-based diploma, a student must pass the High School Competency Test (HSCT) and the General Equivalency Diploma (GED) examination and be certified by a vocational teacher/sponsor as possessing employment-level proficiency in a specific vocational area (e.g., carpentry, masonry, cosmetology, or horticulture).

District: Broward County

Size: Large

Program Title: Educational Alternatives - Transition Sixth Grade

1992-1993 Program Location(s): Apollo Middle School; Deerfield Beach Middle School; Everglades Middle School; Lauderhill Middle School; Margate Middle School; McNicol Middle School; New River Middle School; Olsen Middle School; Pompano Beach Middle School; Silver Lakes Middle School

Target Population: Over-age elementary students who demonstrate disinterest in school. ESE students who meet criteria may be considered for placement.

Themes	**Descriptors**
Climate	County Policy, Normative Environment, Peer Counseling, Peer Facilitator/Tutor, Intra-Student Social Support
Collaboration	Agencies, Business, Community, Intra-Education, Parent Network, Community Colleges, Parent Network, Councils, Agreements, Parent Information
Curriculum and Instruction	Grade Make-up, Open Entry/Exit, Flexible
Individualization	IEP, Case Management
Program Friendliness	Grade Make-up, Open Entry/Exit, Flexible

Funding Source: Florida Education Funding Program

Program Description: Over-age elementary students are provided educational services designed to meet academic and affective needs, interests, or special talents. A teacher and part-time counselor serve 22 students at each of 10 sites in the district. Instructional methodology includes computer-aided instruction, individualized curriculum, and learning strategies instruction. Student services include peer tutoring/counseling, social work services, and school psychology; family services are also incorporated into the program.

District: Broward County

Size: Large

Program Title: Model School Adjustment Program (MSAP)

Target Population: Sixth-grade students with documented academic or family problems

1992-1993 Program Location(s): Driftwood Middle School; Hollywood Hills Middle School

Themes	Descriptors
Climate	County Policy, Normative Environment, Peer Counseling, Peer Facilitator/Tutor, Intra-Student Social Support
Collaboration	Agencies, Business, Community, Intra-Education, Parent Network, Community Colleges, Parent Network, Councils, Agreements, Parent Information
Curriculum and Instruction	Grade Make-up, Open Entry/Exit, Flexible
Individualization	IEP, Case Management
Program Friendliness	Grade Make-up, Open Entry/Exit, Flexible

Funding Source: Florida Education Funding Program and Federal Demonstration Grant

Program Description: At-risk sixth-grade students are served at one middle school in the district. A lead teacher and a family counselor serve thirty students each semester. Services are designed to address student learning styles, academic and affective needs, interests, and special talents. MSAP also emphasizes effective parenting skills and family counseling for students' families. Group counseling, social skills training, and peer counseling/tutoring are some of the services provided the students. MSAP permits scheduling flexibility and curriculum integration through the single teacher model. Follow-up services extending into high school are provided.

District: Broward County

Size: Large

Program Title: Elementary Behavioral Support Program (EBSP)

1992-1993 Program Location(s): Colbert Elementary; Fairway Elementary; Hallandale Elementary; Lauderhill Paul Turner Elementary; Lloyd Estates Elementary; Martin Luther King Elementary; Norcrest Elementary; Oakland Park Elementary; Pasadena Lakes Elementary; Rock Island Elementary; Watkins Elementary; West Hollywood Elementary; Wilton Manors Elementary

Target Population: Fourth and fifth graders identified as disruptive

Themes	**Descriptors**
Climate	County Policy, Normative Environment, Peer Counseling, Peer Facilitator/Tutor, Intra-Student Social Support
Collaboration	Agencies, Business, Community, Intra-Education, Parent Network, Community Colleges, Parent Network, Councils, Agreements, Parent Information
Curriculum and Instruction	Grade Make-up, Open Entry/Exit, Flexible
Individualization	IEP, Case Management
Program Friendliness	Grade Make-up, Open Entry/Exit, Flexible
Student Objectives	Functional/Academic, Survival Skills, Social Skills, Life Skills, Social/Leisure, Behavior Management, Leadership

Funding Source: Florida Education Funding Plan, applicable school board funding, and state/federal grants

Program Description: Students who have been identified as disruptive are mainstreamed in regular fourth and fifth grade classrooms where both a regular teacher and certified teacher functioning as a behavioral specialist (Behavioral Support Counselor) provide services. The Behavioral Support Counselor provides scheduled services in counseling, group counseling, and behavioral contract maintenance, according to each student's needs. The Behavioral Support Counselor also coordinates the behavioral plans that are carried out at home as well as at school.

District: Levy County

Size: Small

Program Title: Educational Alternatives - Action Oriented Experiential Education Program

1992-1993 Program Location(s): Williston Middle School, Williston

Target Population: Middle school students at risk for dropping out

Themes	Descriptors
Climate	County Policy Statement, Normative Environment
Collaboration	Interagency Council, Business, Community
Curriculum and Instruction	Academics, Competency-Based, Career Education/Exploration, Instructional Variety, Individualized Instruction, Social Skills, Vocational Training
Evaluation and Development	Program Evaluation, Program Guidelines
Services	Academics, Employment, Medical, Psychological, Support Services

Funding Source: Florida Education Funding Program

Program Description: Female middle school students participate in the Equestrian program of the Action Oriented Experiential Education (AOEE) Program at the middle school. Students receive instruction in all academic areas in the regular classroom three days per week; the other two days are spent at a fully functioning horse farm. Students are responsible for managing all aspects of the farm, including purchasing feed and tracking payments for horses.

This program is taught by a single teacher. This model allows flexibility: the teacher can spend more time on areas of difficulty or respond to local events to broaden students' awareness (for example, a field trip to view and evaluate the economic impact of extensive damage from a local storm).

District: Levy County

Size: Small

Program Title: Educational Alternatives - Action Oriented Experiential Education

1992-1993 Program Location(s): Williston Middle School, Williston

Target Population: Middle school students at risk for dropping out

Themes	Descriptors
Climate	County Policy Statement, Normative Environment
Collaboration	Interagency Council, Business, Community
Curriculum and Instruction	Academics, Competency-Based, Career Education/Exploration, Instructional Variety, Individualized Instruction, Social Skills, Vocational Training
Evaluation and Development	Program Evaluation, Program Guidelines
Services	Academics, Employment, Medical, Psychological, Support Services

Funding Source: Florida Education Funding Program

Program Description: Male middle school students participate in the Wilderness program of the Action Oriented Experiential Education Program at the middle school. Students in this program receive instruction in all academic areas in class four to five days per week. On Fridays, students rotate between time in the classroom and work experience on a local ranch. Work experiences on the ranch are structured to provide students with practical activities to which academic instruction can be related. To supplement academic instruction, students go on numerous field trips throughout the academic year. In addition to these field trips, two five-day river trips are scheduled each year. During these trips students are encouraged to practice social skills, goal setting, personal responsibility, and other nonacademic skills they learn through the course of the year.

District: Manatee County

Size: Medium

Program Title: Educational Alternatives

1992-1993 Program Location(s): Daughtrey Elementary; Samoset Elementary

Target Population: At-risk elementary school students in grades 4 and 5. The school serves a culturally diverse population, including children of migrant workers.

Themes	Descriptors
Climate	County Policy, Normative Environment, Peer Counseling, Peer Facilitator/Tutor, Intra-Student Social Support
Curriculum and Instruction	Grade Make-up, Open Entry/Exit, Flexible
Program Friendliness	Grade Make-up, Open Entry/Exit, Flexible
Services	Childcare, Transportation, Family Services
Student Objectives	Functional/Academic, Survival Skills, Social Skills, Life Skills, Social/Leisure, Behavior Management, Leadership

Funding Source: Florida Education Funding Plan

Program Description: The school-wide program is oriented toward "Graduation Enhancement" for all students deemed to be at risk. Multicultural diversity is addressed through a full-time "parent social educator" who acts as a liaison to the Hispanic community. Community involvement is a primary focus of school activities. The school sponsors pre-GED (General Equivalency Diploma) classes and ESOL classes for parents and community members. The school also serves the community with social activities such as pancake breakfasts and Bingo nights, and sponsors a health van that visits the community. The community liaison works with parents to develop a volunteer network and to organize cultural events.

District: Pasco County

Size: Large

Program Title: Educational Alternatives - Performance Based Diploma

1992-1993 Program Location(s): Pasco Comprehensive High School; Ridgewood High School; Marchman Vocational Center

Target Population: Students aged 16-20 in grades 9-12 who are one or more years behind normal progression; one or more years older than the normal age for their grade.

Themes	Descriptors
Climate	County Policy, Normative Environment, Peer Counseling, Peer Facilitator/Tutor, Intra-Student Social Support
Individualization	IEP, Case Management, Career Planning
Program Friendliness	Dropout Liaison, Dropout Retrieval, Scheduling Flexibility, Program Outreach, Advisement
Services	Follow-Up Services, Psychological Services, Referral, Support Services, Guidance/Counseling, Employment Specialist, Resource/Tutorial
Student Objectives	Leadership

Funding Source: Florida Education Funding Plan

Program Description: This program serves students on high school campuses and at the Marchman Vocational Center. The performance-based program allows students to earn credit toward a regular diploma upon completion of a vocational course of study and the achievement of passing scores on the General Equivalency Diploma (GED) examination and on the High School Competency Test (HSCT). Students complete coursework for vocational preparation and academic skills. Coursework may be completed at high school campuses and at the Marchman Vocational Center. Some vocational tracks are also available through Pasco/Hernando Community College.

District: Pasco County

Size: Large

Program Title: Teenage Parent Program - Cyesis*

1992-1993 Program Location(s): East Cyesis Center, Moore-Mickens; West Center, Marchman; Central Center, Land o' Lakes

Target Population: Pregnant teens, teen fathers, and teen mothers with small children

Themes	**Descriptors**
Climate	County Policy, Normative Environment, Peer Counseling, Peer Facilitator/Tutor, Intra-Student Social Support
Individualization	IEP, Case Management, Career Planning
Program Friendliness	Dropout Liaison, Dropout Retrieval, Scheduling Flexibility, Program Outreach, Advisement
Services	Advocacy

Funding Source: Florida Education Funding Program funds the program; the district school board funds the nursing staff

Program Description: This program provides education and child care for students who are pregnant or who are parents of small children. Students progress through the program and earn credit toward a high school diploma. They also participate in child care activities, parenting classes, and pre- and post-natal health care. Teen fathers may also participate in the program through their school, at home, or at the Cyesis Center. On-site day care is provided for infants and toddlers.

In addition to academic classes, students may enroll in vocational classes. Employability skills are provided through business and typing courses; vocational skills in computers, food service, and cosmetology are available at two vocational centers in the district.

* Cyesis is a medical term referring to pregnancy

District: Pinellas County

Size: Large

Program Title: Educational Alternatives - Challenge Program

1992-1993 Program Location(s): Robinson Challenge Program, Clearwater; St. Petersburg Challenge Program, St. Petersburg

Target Population: Students 9-11 years old in grades 4-5

Themes	Descriptors
Individualization	IEP, Case Management, Career Planning, Student Assessment, Vocational Evaluation
Services	Childcare, Transportation, Family Services, Referral, Support Services, Guidance/Counseling
Student Objectives	Functional/Academic, Survival Skills, Social Skills, Life Skills, Social/Leisure, Behavior Management, Leadership
Staff Qualifications	Hiring Guidelines, Administrator Guidelines
Training	Inservice, Interdisciplinary

Funding Source: Florida Education Funding Plan

Program Description: This program serves students who have a history of academic failure or excessive absences or who demonstrate problems with self-esteem. Curriculum focuses on basic skills remediation through motivational instructional strategies such as world-of-work simulations and computer-aided instruction. Health, personal development, and affective skills are integrated into the curriculum. Students who are one or more years behind normal progression are provided the opportunity to achieve promotion to their peer age and grade levels.

District: Sarasota County

Size: Medium

Program Title: Educational Alternatives - New Directions Alternative High School

1992-1993 Program Location(s): New Directions Alternative High School, Sarasota County

Target Population: High school students who evidence academic failure or frequent absences, or meet criteria for being at-risk for dropping out

Themes	**Descriptors**
Climate	County Policy, Normative Environment, Peer Counseling, Peer Facilitator/Tutor, Intra-Student Social Support
Services	Childcare, Transportation, Family Services
Student Objectives	Functional/Academic, Survival Skills, Social Skills, Life Skills, Social/Leisure, Behavior Management, Leadership

Funding Source: Florida Education Funding Plan

Program Description: This program serves students who are not experiencing success in the traditional high school. Students attend classes at New Directions for half of the school day and participate in a credit-earning activity during the other half. These credit-earning activities may include community volunteer work, part-time employment, or enrollment in a vocational training program. Instruction is competency-based. Students progress through the program and earn credits toward a diploma. Students who pass the General Equivalency Diploma (GED) test and the High School Competency Test (HSCT) are awarded a regular diploma. The program also offers a GED exit option to the regular diploma.

District: Sarasota County

Size: Medium

Program Title: Teenage Parent Program - Cyesis*

1992-1993 Program Location(s): Sarasota County Vocational-Technical Center

Target Population: Teenage mothers, teenage fathers, their children, and students who are pregnant

Themes	Descriptors
Climate	County Policy, Normative Environment, Peer Counseling, Peer Facilitator/Tutor, Intra-Student Social Support
Services	Childcare, Transportation, Family Services
Student Objectives	Functional/Academic, Survival Skills, Social Skills, Life Skills, Social/Leisure, Behavior Management, Leadership

Funding Source: Florida Education Funding Plan

Program Description: This program provides the opportunity for teenage parents to continue coursework and earn credits toward a high school diploma. Parenting classes and classes in health are required for students in the program. Other courses are offered on an individual basis and include academics and vocational courses. The program offers a General Equivalency Diploma (GED) exit option for students who do not elect to receive a standard high school diploma.

* Cyesis is a medical term referring to pregnancy

Promising Practices

The following is a compilation, organized by themes, of all of the program practices described in interviews with district personnel. Not surprisingly, many districts shared similar approaches to their students' needs. Most districts, however, outlined their own strategies for meeting their students' particular needs.

Theme: Climate

Climate involves factors that affect the atmosphere in which students learn. These range from administrative methods to the interrelationships students develop through the program with other students, teachers, and administrators.

Administrative involvement. This concerns the extent to which administrators are directly involved with programming and provide support for programming and staff activities. In the districts surveyed, administrator involvement ranged from "spread too thin" to close association and personal involvement with students, parents, and staff. Administrative flexibility and innovation are elements in this theme, as are the following:

- administrators employ a school-based management model
- flexible scheduling permits transportation off campus
- administrators support teachers writing grants
- teachers and staff work in atmosphere of autonomy
- administrator engages in fund-raising activities
- administrator reads to students at lunch
- administrator adopts a holistic approach to education
- administrator collaborates with business
- administrator holds the philosophical approach that all staff participate.

Cultural differences. School districts that serve small minority populations provide individualized services to all students as needed. In contrast, districts that serve larger minority populations provide a range of liaison services and language/culture-related activities. Cultural differences are addressed in a variety of ways:

- staff addresses student needs rather than student differences
- bilingual parent educator on staff acts as liaison between parents and school

- teachers receive ESOL (English for Speakers of Other Languages) training
- individual teachers initiate approaches to cultural differences
- students are exposed to as many role models as feasible
- school employs diversified staff from varied professions and ranges of experience
- school district provides multicultural training inservice
- multicultural committee formed in school
- community partnership participates in multicultural activities
- school district provides training workshops during the summer
- teachers are provided materials and textbooks on multiculturalism.

Relationship between personnel and students. Most of the programs surveyed promote relationships between staff and students. The programs suggest that students benefit from such relationships: students are provided role models and mentors in an atmosphere of shared responsibility and trust. Relationships are developed through a variety of means:

- student-teacher bonding is promoted
- staff provides a trust-building atmosphere
- teachers act as role models, mentors, and friends to students
- minority staff are present in each grade level
- staff is understanding of students, but not tolerant of misbehavior
- teachers and students consider instruction a shared responsibility
- all staff participate in encouragement training
- mutual respect between students and teachers engendered
- teen-age parent program provides family atmosphere,
- students and staff promote feeling that all are on "the same side."

Normative Environment. Program services are provided in a range of environments, from self-contained classrooms to fully integrated vocational classes. Some ESE and at-risk students attend vocational schools with regular education students; others receive on-the-job training in programs designed to serve only students with disabilities. At-risk students are generally encouraged to interact with typical students and are provided the opportunity to do so at some point during the school day. This is accomplished by the following methods:

- classes are held on main campus
- students may attend home schools

- center schools philosophy is absent
- ESE students participate in school sports
- students in alternative schools play sports with home high school
- students are mainstreamed into Distributive Education Clubs of America (DECA) activities
- district possesses mission statement
- placement depends upon where student is most successful
- on-the-job training (OJT) program serves ESE population
- students are mainstreamed into vocational program
- students are mainstreamed into physical education
- students are mainstreamed at lunchtime
- most elementary students are served as at-risk
- school employs resource teacher model
- students participate in field trips
- students who meet criteria are included in regular classes
- students are provided services in as many environments as possible
- placement ranges from advanced placement to self-contained classrooms
- gifted minority students participate in an enhancement program.

Accountability. Progress through programs is encouraged with systems of accountability for both students and staff. Measures vary from informal assessment to portfolio assessment to formal standardized testing. In some districts, progress in areas other than academics is evaluated and drives service delivery. For students who have IEPs or other educational plans, these documents are used to monitor progress and assess continued service needs. Accountability is evaluated through the following measures:

- activities are continually compared with IEP goals
- formal and informal testing is employed
- evaluation of student performance includes student products as well as test scores
- affective gains are considered in evaluations
- computerized database is used to evaluate program information
- staff are given credit for jobs performed well
- students are given credit for accomplishments
- report cards are given out a night early
- parents are invited to report card night

- state evaluations are incorporated into programs
- district dropout prevention office enrolls and tracks students daily
- parents are provided weekly progress reports
- program staff contacts parents daily
- FIRN (Florida Information Resource Network) is part of the school's accountability system.

Student and teacher accountability. Many districts have the philosophy that students and teachers have a shared responsibility for student progress. Students and parents are apprised of program rules and standards of performance as well as the consequences and incentives the program employs to maintain these standards. Programs incorporate the following accountability measures:

- portfolios and portfolio assessment
- ongoing documentation in the classroom
- team meetings to discuss strategies and interventions
- report card conferences with parents and teachers
- grade retention based on individual needs
- formalized testing is omitted in favor of portfolio assessment
- academic growth monitored through computer lab
- in-depth evaluation cycles incorporated into program.

Students learn program rules in the following ways:

- program staff explains rules during initial screening for program
- students in each class establish rules to be followed in their class
- students and parents sign off on a document outlining the rules of the program
- parents meet with guidance counselors at initial application to program
- students understand that the main rule is "respect yourself and others"
- the program publishes and distributes a student handbook.

Consequences for non-performance include:

- in-school suspensions are structured so that the "time fits the crime"
- the student must record wrongdoing and talk to a counselor
- students solve problems by brainstorming in class on solutions to problem issues
- students decide on disciplinary consequences that are "reasonable, respectful, and related to wrongdoing," according to program guidelines

- HRS (the Department of Health and Rehabilitative Services) is notified of ongoing attendance problems.

Incentives for increased performance include:

- students earn "dollars" for good behavior and other accomplishments
- students with discipline problems go into the General Equivalency Diploma (GED) program then may work their way back into the school's performance-based diploma program
- students' good behavior on school buses earn "best bus" awards
- Three-A incentive program rewards performance in attendance, attitude, and academics.

Attendance. Attendance is closely monitored in programs that serve at-risk students and students with mild disabilities. Daily attendance is a concern of all programs surveyed, and each program responds similarly to absences. Incentives for attendance, however, range from celebrations involving food rewards to "token" systems in which students may "purchase" items and other incentives (e.g., activity time). Specific means for monitoring attendance include:

- schools monitor absences and contact the student's home
- staff inputs daily roll into computer database
- highly popular vocational program has no attendance problem
- the school maintains daily attendance folders.

Consequences for non-attendance include:

- credit withheld per ten absences per quarter
- instructor telephones home
- social worker visits home
- principal notified after student is absent for three days
- telephone in classroom permits teacher to phone parents.

Incentives for attendance include:

- points gained for good attendance are added to grades incrementally so that the student can improve grades through good attendance
- admission to one popular vocational program depends upon students' good attendance
- program provides students with success experiences--they come and enjoy what they do in the program and *want* to attend
- students are "caught" doing good things and rewarded

- reward program promotes movement toward intrinsic rewards rather than extrinsic recognition
- honor roll structured such that student is rewarded for attendance, improvement in all aspects of performance
- schools provide breakfast and lunch
- seniors with good attendance are rewarded with special trips
- students may retake a failed General Equivalency Diploma (GED) examination if their attendance is above a certain number of days
- students with good attendance go on field trip to a shopping mall or to a local recreational activity
- students with good attendance are rewarded each six weeks with a special breakfast
- the principal recognizes 100% attendance by an announcement on school-wide television
- teenage parent program awards "baby closet" points for good attendance--students may "shop" for baby items in the program's "store."

Supportive Peer Relationships. Programs provide a range of opportunities for students to develop relationships with their peers both within the program and within the larger school community. Peer relationships are fostered through these approaches:

- gang leader is incorporated into school
- vocational program adopts club-like orientation
- program developed a logo and encourages "membership" for participants
- school schedules in-school activity times
- all students have lunch daily at school
- instructors provide "rap time" for students
- students are involved in school patrol
- students are assigned to activity clubs where they learn to incorporate academic subjects into recreational activities (e.g., baseball card club where students with mutual interests learn negotiation and interpersonal skills, math, and statistics)
- activity director on staff coordinates activities and activity periods
- school schedules activity period after school hours
- curriculum includes strong affective component

- high school has peer facilitator or mentor for *all* students
- attendance buddies program makes students accountable to peers
- social workers run counseling groups
- teenage parent program participants may graduate with their class.

Extracurricular activities

- students are involved with school-wide dances
- students involved with school assemblies
- students in ESE programs participate in school sports
- students choose which school activities they want to pursue
- students volunteer in community settings
- alternative school students play sports with home high school

Peer counseling

- students are involved in peer mediation
- teachers permit in-class interactions to resolve problems
- programs provide group talk sessions about what's happening in participants' lives
- teachers schedule in-class rap time at regular intervals
- students participate in in-class brainstorming sessions to solve problems

Peer Tutoring

- classes permit student teaming
- middle school students provide peer tutoring to students in ESE

Peer Facilitator/Tutor

- program attempts to demonstrate to students that they can make a difference to one another
- school employs cooperative learning model
- instructors encourage in-class collaborative problem solving and goal training

Recognition of student achievement. All the programs surveyed have instituted award programs to recognize student achievement. Some programs also incorporate awards for staff, parents, agencies, and business partners. For example:

- teachers nominate students for "most improved" award
- students participate in Special Olympics
- students participate in the Very Special Arts program
- community members pay for banquet program
- Partners in Excellence participants mentor students

- major corporations fund mini grants for special programs
- activities focused on local sports team are infused into curriculum (e.g., math and statistics, geography, field trips)
- clubs are involved in fund-raising activities to fund scholarships
- school runs self-contained business
- programs build floats for community parade
- programs incorporate a student award ceremony
- students award business participants with plaque
- community colleges provide tours of their facilities
- teenage parent program participates in a countywide baby shower
- program award and recognition activities are designed to build self-esteem and self-respect
- all students receive recognition at the end-of-the-year awards program
- special programs present awards unique to their populations
- principal provides a barbecue dinner for staff and students
- local newspaper kept apprised of achievements and activities
- local businesses provide awards, including certificates, meals, and bumper stickers
- in-school incentive program rewards students with points for activities and successes
- school extends incentive program to home and rewards students for what they do at home
- students in program attend school board meeting to receive recognition for graduating
- students with good attendance go on a personalized field trip (to the local shopping mall or on a recreational outing)
- families are included in end-of-the-year activities
- teenage parent programs award "smart cooking of the week"
- business partners provide breakfast off-campus
- students "close" to honor roll status receive achievement recognition
- parents secretly invited to awards assemblies
- support team visits homes of students with good attendance
- disciplinary program gives students credit for vocational work performed
- teenage parent program awards parenting and academic achievements with a ceremony
- principal acknowledges positive behaviors during daily announcements.

Theme: Collaboration

Collaboration entails both interdepartmental partnerships and partnerships with agencies, community organizations, and businesses as part of the program's service delivery system.

Shared Responsibility. Collaboration is essential between school districts, and the school board and the many other agencies and entities that have an influence in the delivery of services. Many districts discussed utilizing a team approach to program development and service delivery. Variations on this include entire faculty involvement, committee development, inter-grade teaming, interdepartmental/interdisciplinary teaming, and cooperation with volunteers, agencies, businesses, and community organizations. The family is also viewed as part of the collaboration team in a number of programs surveyed.

Team members

- school board
- school district administration
- vocational education
- students, teachers, all staff
- businesses
- family members
- interdepartmental management team

Interdepartmental collaboration

- small faculty can share materials
- faculty participates on school improvement planning
- school organization is committee-based
- committees are comprised of primary, special education, and intermediate staff
- committees are formed from volunteer appointments and from elections
- school advisory team is drawn from all areas of the school
- collaboration participants are recruited through hierarchy approach
- vocational teachers and performance-based program instructors engage in informal sharing
- varying exceptionalities model is employed
- students are not labeled
- instructors work with Florida Diagnostic and Learning Resources Systems

- teachers use cooperative planning model
- transportation and food service collaborate with programs

Interdisciplinary collaboration

- ESE and vocational education engage in cooperative consultation
- instructors work toward employing appropriate learning strategies
- interdisciplinary sharing occurs informally
- instructors adopt thematic approach to curriculum; themes are integrated across academic subjects
- ESE instructor with one instructor from each grade plan school-wide projects
- staff meets weekly
- school forms curriculum committees
- program staffing encourages interdisciplinary teaming
- instructors integrate vocational and academic material: students share what's happening in vocational program and the academic teacher incorporates it into lesson

Agency partners

- agency/business council for transition programming
- Association for Retarded Citizens (ARC)
- Children's Home Society
- community mental health service
- Department of Health and Rehabilitative Services (HRS)
- Division of Developmental Services (DDS)
- Girls Clubs of America
- health department
- JTPA (Job Training Partnership Act) Program
- Marine Institute
- police department
- Private Industry Council (PIC)
- Project Independence
- SEDNet (Severely Emotionally Disturbed Network)
- Vocational Rehabilitation

Agency involvement

- school representative and agency representative meet biweekly
- agency cooperation provides job placement sources for students who exit school

- JTPA sponsors programs in culinary arts, building construction
- PIC purchases tools dedicated to comprehensive assessment of students
- PIC provides Certified Nurses' Aide training through teenage parent program
- Vocational Rehabilitation receives referrals
- Vocational Rehabilitation has assigned a special counselor to schools
- teenage parent program works with Health Department
- ARC accepts eligible students

Educator partners

- exceptional student education
- regular education
- vocational education
- universities
- community colleges
- vocational-technical schools

Educator involvement

- vocational school is open to any ESE student
- vocational teacher works toward student success
- university places staff at schools to work toward professional development
- community college has representatives on school-based committee
- teachers informally look for job placement possibilities for students
- students in vocational courses gain high school credit
- interns from university assist in classes
- university provides extensive training
- schools receive Perkins grant funding

Business partners

- Chambers of Commerce
- hospitals
- restaurants
- supermarkets
- private businesses
- Private Industry Council

Business involvement

- businesses sponsor award dinners for students, parents, and staff
- local supermarkets contract to be on-the-job training sites

- local hospitals contract to be on-the-job training sites
- OJT sites have paid employment opportunities
- schools develop functional relationships with business
- Private Industry Council provides link to many businesses
- businesses provide award programs for student incentives
- businesses donate equipment other than computers for programs
- principal solicits businesses for participation in programs
- businesses provide tours of their operations
- students are employed in businesses through DCT (Diversified Cooperative Training)
- ESE has mini-network with job sites for community-based training
- school advertises for business partners
- businesses assist with job placement activities
- large volunteer program
- mentor program with businesses
- business provides teenage parent college scholarship program
- organizations and businesses provide scholarships through pre-paid tuition program
- businesses provide job-shadowing opportunities
- adjudicated students work in and run cottage industries
- advisory group is comprised of business and vocational-technical personnel

Community partners

- church organizations
- Junior Leagues
- Kiwanis
- March of Dimes
- Women's Clubs
- volunteer programs
- YMCAs

Community involvement

- community volunteers mentor students on scholarship
- Kiwanis provides activities, pizza parties
- mentoring program allows job shadowing
- community service clubs fund elementary school activities
- mentors serve as youth motivators for students

- elder volunteers are involved in foster grandparenting, tutoring, listener program
- Women's Club provides baby shower for teenage parent
- church involvement, especially with teenage parent
- graphics company prints school newsletter
- community members speak at assemblies

Family Involvement (Parent Information)

- parents and students participate in monthly student-parent workshops with breakfast provided
- parents are invited to report card night
- parents are provided weekly progress reports
- parent advocates serve on school committees
- foster parents and biological parents serve on committees
- parents meet in monthly parent support groups
- schools provide parent training programs
- schools provide parent education programs
- programs seek to meet parents' needs to encourage them to become involved
- schools plan bingo nights for parents and families
- schools provide General Equivalency Diploma (GED) classes for parents and families
- schools offer Spanish/English classes
- programs present parent/child art workshops
- SEDNet project offers parent training program
- schools maintain an open-door policy for parents who need help
- full-time counselor is on program staff
- school offers parent-to-parent video training series
- teachers have home conferences prior to start of school
- programs collaborate with YMCA
- parents receive school newsletters and student progress reports
- social worker makes home visits

Postsecondary program partners

- community college
- vocational-technical schools
- adult education

Postsecondary involvement

- community college offers dual enrollment program
- teenage parent support group has been established at community college
- college and non-college businesses present job fair
- community colleges offer early admission
- vocational-technical school allows job shadowing
- hospital provides tours

Formal Agreements

- articulation agreements
- dual enrollment agreements
- disciplinary program maintains formal agreements with judicial system.

Theme: Curriculum and Instruction

Programs use standard curricula and adapt materials as needed to meet the different instructional needs and learning styles of their students. From formal curricula to hands-on experiential training, the programs surveyed provide their students with varying instructional experiences designed to both affirm and challenge students. Specialized instructional areas such as life skills training, social skills, and employability skills are incorporated into all areas of curriculum in some programs surveyed; other programs use prepared curriculum to train their students.

Provisions for varying instructional needs of students. Learning style differences among students require flexibility in instructional approaches. Many programs are able to implement a variety of teaching methods and learning experiences to address these differences. Included in these are:

Strategies

- adult tutoring
- computer-aided instruction (CAI)
- cooperative consultation
- individual instruction
- integrated curriculum
- lower student:teacher ratios
- thematic approach to units
- learning styles assessment
- team teaching
- technology

Implementation

- instructors adapt curriculum to individual learning styles
- teachers group students according to ability
- programs encourage and support smaller classes
- ESE teachers receive training in adaptive learning styles
- school offers local certification program for teachers
- teachers permitted the flexibility to develop programming as needed
- competency-based program offered at high school level
- ESE tutor is available for pull-out as needed
- teachers participate in boys' club activities and tutoring program
- programs provide strong experiential component
- exposure to different kinds of learning materials
- newspapers and magazines incorporated into instruction
- teachers use no basal texts
- teachers are provided inservice training on intelligence theory, critical thinking, cooperative learning, identifying problems through art

Academics

- field trip to EPCOT Center is integrated into study of a foreign country
- academic skills are stressed in vocational, business, home economics, and agriculture classes
- instructors adapt curriculum as needed
- teachers employ different teaching methods
- lessons incorporate hands-on activities
- programs host special speakers
- instructors use field trips to underscore lessons
- programs concentrate on the application of basic skills
- curriculum is at the discretion of the teacher
- science instruction is hands-on
- math and science teachers collaborate and teach in two-day blocks

Life skills

- program offers specific course in life skills
- life skills education includes appropriate dressing, restaurant behavior, manners assessment, and consumer education
- concepts are generalized in other courses
- curriculum addresses gun safety
- school contracts with human development center for group work in life skills

- agencies provide counseling services
- services focus on adjudicated youth and runaways
- life skills are integrated into community-based training
- schools use block scheduling for flexibility
- newspapers are integrated into the curriculum
- students learn through incidental teaching

Survival skills

- senior high summer school teaches survival skills
- skills education is integrated into curriculum
- offerings include test-taking skills, conflict management, coping skills, and learning strategies instruction
- students receive encouragement training
- role-play techniques are used
- curriculum offerings include critical thinking skills
- class meetings are used for problem solving

Vocational skills

- career lab provides employment training needs
- departments use cooperative consultation model
- skills instruction is embedded in program
- vocational skills are integrated into curriculum
- vocational program and adult education are open to students
- programs use SCANS (Secretary's Commission on Achieving Necessary Skills) competencies to determine necessary skills
- programs provide vocational exploration
- schools host career days
- skills integrated into pre-vocational classes at middle school

Social skills

- students take specific course in social skills
- teachers receive formal training in social skills instruction
- administrators speak informally with students after incidents
- all activities incorporate social skills
- employability skills programs address social skills
- employability assessment includes social skills
- instructors receive inservices from FDLRS (Florida Diagnostic and Learning Resources Systems)
- peer mediation training includes skills instruction

Community-based instruction

- programs employ job coach or placement specialist
- center schools have flexibility in scheduling
- students receive training in use of public transportation
- student shadows worker on campus prior to entering OJT in the community

Employability skills

- students take specific course in employability skills
- all classes reinforce skills
- OJT program embeds social skills training
- programs reinforce a "school-is-a-job" connection with responsible behavior
- career lab teaches employability skills
- students receive instruction in resume writing

Mentoring

- Partners in Excellence Program matches students with mentors

Employment

- work experience programs
- course modifications allow students to earn credits
- students gain credit for working at night.

Theme: Evaluation and Development

Programs employ a variety of mechanisms to evaluate program goals and student achievement and to identify new ways to facilitate student outcomes and improve service delivery. Through both formal and informal means, program staff and administrators are able to monitor student progress and problems within program parameters. Evaluation methods include:

Formal Monitoring of Student Achievements

Methods

- IEPs and report cards
- automated report cards
- standardized tests
- in-house evaluation
- high school competency test (HSCT)
- teacher assessment
- test scores

- portfolio assessment
- pretest for General Equivalency Diploma (GED)
- mastery achieved at 70%
- SAT (Scholastic Aptitude Test) plus written evaluation
- student products

Implementation

- each program employs a system of follow-ups
- job placement and transition specialist monitors and follows up
- program has specific guidelines for monitoring students in the community
- office of program evaluation performs program evaluations
- success rests on progress of student, not on external standards
- Every student takes the SAT; academic improvement is monitored through test scores
- parents and students complete surveys during report card night
- computer-aided instruction (CAI) system monitors gains, grades, report cards, and teacher observations
- program monitors progress in students' self-esteem
- students write their own goals and develop strategies to meet them
- completion rate is most important evaluation measure.

Theme: Individualization

Programs recognize and accommodate individual student differences through a variety of approaches. Program philosophies vary from district to district. Some address individual needs through group involvement, others focus on individuals. Some programs use a modified IEP for their non-ESE students. Many programs are beginning to adopt the portfolio concept to individualize student instruction and student products.

Individualized Education Plans (IEP). Programs use different types of planning documents to serve their students. Plans are individualized according to student needs and program offerings. Program use of plans includes the following:

- all students possess IEPs
- educational plans for students in dropout prevention programs are not as sophisticated as for those in ESE programs
- IEPs incorporate preventive strategies

- adaptation and accommodation have priority
- documentation for plans resides in cumulative folder
- students in dropout prevention programs are required to do academics
- IEPs are used to keep student on track for graduation
- dropout prevention programs use IEPs for weekly goal setting
- IEPs incorporate portfolio method.

Individualized Career Plan (ICP). Career plans focus more on vocational goals than on education program objectives. Two programs offer the following:

- students begin ICPs in 7th grade
- all students initiate career planners in 8th grade.

Formalized case management. Programs provide case management services through in-house activities and through collaboration with outside agencies. Case managers and follow-up procedures include:

Case managers

- teachers are primary case managers
- job placement/transition specialist
- parent educator
- school nurse
- social worker

Procedures

- graduates become clients of Vocational Rehabilitation; VR follows up
- social worker manages cases in teenage parent program
- staffing teams are available for referral
- services team meets weekly to discuss caseloads
- teachers identify problem situations and refer students to assistance team.

Student assessment. Students undergo both academic and vocational assessments through their programs. The following describes the range of assessment activities available to students:

Academic

- assessment is ongoing and informal
- diagnostic assessment depends on curriculum
- students may take General Equivalency Diploma (GED) practice tests
- programs use outcome-based assessments
- program seeks to engineer success for students

Vocational

- academic component is included in vocational assessment
- vocational evaluator is on staff
- Vocational Rehabilitation provides assessments
- Private Industry Council provides assessments
- employers provide assessments of student performance
- classroom teachers continually assess student performance
- youth center performs diagnostics
- students undergo assessments prior to placement in vocational programs.

Theme: Program Friendliness

Program friendliness refers to a program's accessibility to students. This includes the ease with which the student may become involved with the program or leave the program. The ability of the program to respond to student needs is also a factor in gauging program friendliness. The following examples illustrate the range of program friendliness:

Open entry/exit

- entry requires parent signature
- parents may request exit
- decisions are individualized
- vocational programs have more formalized policy
- full-year programs require screening process
- enrichment program provides entry and exit as needed
- program turns no student away
- program philosophy is open-entry, not open-exit
- students who complete program early go to full-time employment or community college
- school employs in-school suspension programs.

Flexible scheduling

- adult programs are available to students
- programs with special diploma goal have more flexibility in scheduling
- classes are permitted to attend assemblies
- students participate in school-wide activity days
- students receive school credit for evening work

- disciplinary program incorporates cottage industries
- students may attend adult classes held in the evening.

Dropout liaison activities. School staff interacts with the student and the family in the following ways:

- designated staff person contacts family
- social workers are available to work with family
- parent educator informs parents of program offerings
- guidance department maintains contact with student and family
- ESE teacher contacts student and family.

Dropout retrieval activities. These activities are aimed at students who have left school prior to graduating:

- adults are recruited into the vocational program
- computer-aided instruction (CAI) has General Equivalency Diploma (GED) component
- vocational center is involved in retrieval activities
- retrieval programs operate through adult education

Program outreach. Outreach activities may be directed toward parents, businesses, and community members, as well as potential students. Many programs use feature articles and "neighbors" sections of their local papers to publicize program offerings. Outreach activities include:

- schools distribute flyers
- advertisements are published in local newspapers
- students hear of vocational program by word-of-mouth and request enrollment
- school provides press releases about program activities and student achievements
- school's speakers bureau provides speakers for community groups
- schools offer programs to parents
- community education and vocational programs advertise in newspaper
- at-risk students work with guidance counselors
- programs target adult literacy
- program philosophy focuses on the empowerment of at-risk students
- program developed a public relations video
- prospective parents are sent invitations to review the program
- guidance counselors are invited annually to preview programs.

Advisement. Student advisement focuses on keeping students on track throughout their academic and vocational programs. Advisement activities include:

- counselors explain program options to students
- mentors work with students on an individual basis
- IEPs address advisement issues
- teachers at high school and middle school act as advisors
- advisors are available at the vocational center and at the high school.

Theme: Staff Qualifications

This theme addresses the skills and abilities of program personnel (e.g., conflict management skills, effective teaching skills, openness to accountability issues, etc.). Qualities of personnel and qualities of administrators are important to program effectiveness. These qualities include:

Personnel

- develop at-risk certification (requested)
- skill in team leadership
- skill in teamwork
- skill in collaboration
- willing to network with social workers, nurses
- intelligent and creative
- innovative and adaptable
- cooperative
- positive in outlook
- able to demonstrate unconditional positive regard
- willing to participate in training
- "on a mission"
- provide encouragement
- willing to go the extra mile to engineer success
- possess a good sense of humor
- care about at-risk students
- be empathic
- exercise autonomy
- be self-directed
- able to help without becoming overly involved
- able to recognize small steps of success

- exude personal warmth
- demonstrate flexibility
- possess repertoire of responses
- know about subject matter
- be well-versed in strategies and curriculum
- possess good interpersonal skills
- able to coordinate with other providers
- possess good self-concept and strong self-esteem
- be affectively sound
- able to look beyond classroom to meet student needs
- possess counseling skills/listening skills
- able to work with schools, parents, administrators, community
- possess effective communication skills

Qualities of administrators

- understand characteristics of at-risk student
- skill in advocacy
- skill in networking
- skill in building rapport
- build good relationships with other schools in district
- able to choose good teachers
- dedicated to mission beyond career
- skill in marketing
- possess good sense of humor
- encourage students and staff
- believe in staff members
- encourage staff creativity and innovation, then implement good ideas obtained from staff
- work with students who "don't fit in"
- give staff credit for jobs well done
- know rules and regulations
- be empowering rather than authoritative
- demonstrate leadership ability
- able to "run interference" for staff, programs
- able to secure support from community
- be empathic, not enabling.

Theme: Student Objectives

Students bring to the school setting their own interests and personal qualities. Programs provide a variety of ways in which student energies are channeled toward workable goals.

Non-academic skill development. Programs offer opportunities for students to develop personal skills, including those impacting vocational objectives and social ability. These opportunities include:

- modification of courses to combine credits
- individualized activities
- vocational clubs, e.g., DECA, FFA (Future Farmers of America)
- classes available in life management, home economics, peer counseling

Functional skills

- formal curriculum addresses life skills
- peer counseling curriculum covers functional skills

Survival skills

- peer counseling curriculum includes survival skills

Social skills

- counseling groups provide instruction and practice

Life skills

- concepts are infused into curriculum

Behavior management

- training is integrated into all curriculum

Leadership training

- students may participate in student government
- students can be involved in yearbook production
- students may participate in fund-raisers
- students are involved in community volunteer programs.

Theme: Student Services

Individualized student services located both in the school and in the community are designed to keep students in school through meeting a broader range of needs. These may include family services, medical services, case management, and other related activities. Coordination of services and follow up mechanisms include:

Coordination of services

- student study team identifies problems, makes referrals

- student study team trained in interviewing, collaboration, talking to parents
- school management team coordinates services
- guidance counselor maintains contact with all involved
- ESE specialist acts as coordinator
- administrators oversee coordination of service providers
- teachers oversee activities of service providers
- peer counselors oversee services
- single coordinator of master planner/schedule for program
- social workers are involved in coordinating services
- programs conduct coordination of services on an individual basis
- HRS or teenage parent program coordinates case management

Follow-up mechanisms

- some entitlement programs operate within dropout prevention activities
- staffing teams address individual needs
- follow-up relies on the competence of school staff
- teachers inform administrators of individual needs
- teachers network to maintain contact
- teachers identify students to participate in summer school
- child study teams are active in district
- program uses ongoing reevaluation process

Specialized Services

- advocacy
  - through program staff and ESE specialist
  - through programming and staff
- child care
  - teenage parent program provides care
  - vocational program provides daycare
- family services
  - health van serves community
  - community and fraternal organizations provide health screening
  - full-service elementary school serves community
  - migrant program has family liaison
  - family counseling units serve students and families
  - family resource centers are available

- financial
  - schools provide referrals to financial services
  - scholarships are available through businesses and other sources
  - HRS provides financial assistance for teenage parent program
  - students receive assistance accessing SSI
- follow-up
  - activities are program-dependent
  - program includes placement in vocational center
  - case management services follow students
  - teenage parent program follows students
- medical services
  - Children's Medical Services is involved
  - Health Department provides services
- mental health services
  - private providers are available
  - community mental health services assist programs
  - on-staff counselor is available
- psychological services
  - on-staff psychologist provides interventions
- referral
  - psychological services are available
  - Vocational Rehabilitation pays for many needs
- resource/tutorial
  - programs use computer-aided instruction
  - students may access homework completion programs
- transition specialist
- transportation
- employment specialist in charge of career lab.

Theme: Training

The intensity of staff development and inservice training plans vary with each program. Some programs have extensive inservice capabilities; other programs use informal sharing among colleagues more often. FDLRS training is also available to teachers in any district. Training includes both instructional inservices and interdisciplinary topics:

Inservice training topics

- cooperative learning
- critical thinking
- intelligence theory
- identifying problems through art
- incorporating hands-on experiences
- learning strategies
- teaching social skills
- encouragement strategies
- curriculum design

Interdisciplinary training topics

- collaboration training incorporating Blueprint 2000 concepts
- cooperative learning training
- three-day retreat with outside speaker
- school-wide planning review
- math inservices by grade level
- team teaching approaches
- teacher presentations on current program offerings
- how to teach academics applied in the "real world"
- meeting curriculum requirements in unique ways.

Implications for Practice

The transition and dropout prevention practices described in this study represent some of Florida's best efforts at providing effective, outcome-oriented programming and services to at-risk students, including students with mild disabilities. These practices are at the core of programming that meets individual student needs as it provides academic and vocational training and sets the stage for students' lifelong learning.

School districts of all sizes can incorporate into their own programming many of the practices cited in this study. The districts included in this report represent urban, suburban, and rural areas. They use their existing resources in innovative and creative ways while exploring new sources of support, collaboration, and involvement with their communities. The most effective programs encourage administrators, program coordinators, teachers, parents,

and the larger community to work together to promote positive outcomes for all students at risk for dropping out.

Summary and Conclusions

What are the essential ingredients for promising practices in dropout prevention and transition? Throughout each phase of this study certain concepts emerged as important to promoting student attainment of a graduation goal:

- Flexibility - in both programming and administration
- Administrative support for creativity and innovation in program development
- Early identification - 4th grade or earlier
- Collaboration - both within the school and in the local community of businesses, agencies, and community groups
- Integration of academics and vocational preparation based in real-world terms (e.g., Blueprint 2000 and Blueprint for Career Preparation)
- Community-based services, training, and placement
- Wrap-around services to eliminate "falling through the cracks"
- Family involvement in the planning process
- Student involvement in the planning process
- Individualized planning to meet educational, vocational, and service needs
- Staff training in interdisciplinary collaboration.

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Appendix A

Interview Template

GENERAL DROPOUT PREVENTION PROGRAM

What dropout prevention programs are included in your district's comprehensive plan?

Are any other programs in the planning stage?

Please describe the planning stages of the comprehensive program?

Probe: Who was involved?

What do you consider the strengths of your _____ program(s)?

What is your district / program philosophy regarding dropout prevention for ESE students?

What is your district / program philosophy regarding transition services for ESE students?

CLIMATE QUESTIONS

How would you describe the involvement of the administrators in their programs?

How do these programs address the cultural differences of its students?

To what extent are the ESE students in these programs placed in their most normative environment?

Probe: what do they consider normative environments?
are non-ESE students in these environments?

How do you foster accountability in these programs?

How do you monitor student attendance?

Probe: consequences

What opportunities do students in these programs have do develop supportive relationships with their peers?

Probe: Extracurricular Activities
Peer Counseling
Peer Facilitator/Tutor

Do these programs have any unique ways of recognizing students' achievements?

COLLABORATION

What kinds (if any) of interdepartmental sharing occurs in these programs?

What kinds (if any) of interdisciplinary sharing occurs in these programs?

Collaboration has been identified as an effective dropout prevention practice. Please describe your collaborative efforts with the following groups?

Agencies (which)
Educators
Business (which)
Community
Families? (parent information)
Post-secondary programs

Probe: formal agreements

PROGRAM DEVELOPMENT & EVALUATION

Do you have a formalized process for monitoring student achievements?

Your program evaluation guidelines are described in the DOP plan. Is there anything further that you would like to comment on regarding program evaluation?

CURRICULUM & INSTRUCTION

How do you provide for the varying instructional needs of your students?

Please comment on how (if at all) you integrate the various components of curriculum listed below:

academic
life skills
survival skills
vocational skills
employability skills
social skills
community based instruction
employment
mentoring

INDIVIDUALIZATION

These individualized planning documents are sometimes used to address students individualized needs. To what extent are the following used in your program?

IEPs
ITPs
ICPs

Probe: for whom
team members
content

Is there a formalized process for case management incorporated into these programs?

If yes, please describe

What is the role of student assessment in these programs?

Probe: vocational evaluation/assessment

PROGRAM FRIENDLINESS

What are some ways your program ensures easy accessibility for students?

Probe:
- open entry and exit
- flexible scheduling
- dropout Liaison
- dropout retrieval activities
- program outreach
- advisement

STUDENT SERVICES

How do you coordinate the services your program provides its students?

How do you ensure that students receive the services for which they are eligible?

Please indicate which of the following services your program provides and comment on any unique aspects of this facet of your program.

SERVICE	Y	N	COMMENT
Advocacy			
Childcare			
Community Services			
Employment Specialist			
Family Services			
Financial			
Follow-up Services			
Guidance/Counseling			
Medical			
Mental Health			
Psychological Services			
Referral			
Resource/Tutorial			
Support Services			
Transition Specialist			
Transportation			

STAFF QUALIFICATIONS DESCRIPTORS

What qualities do you look for in personnel who work in DOP/ESE programs?

What qualities do you look for in administrators in DOP/ESE programs?

STUDENT OBJECTIVES

How does your program address non-academic skill development in its students?

Probe:
- Functional
- Survival Skills
- Social Skills
- Life Skills
- Behavior Management
- Leadership Training
- Survival Skills

TRAINING DESCRIPTORS

Describe the inservice program for teachers in this program?

Probe: Interdisciplinary Training

Appendix B

Sample Forms from Districts

THE SCHOOL BOARD OF SARASOTA COUNTY, FLORIDA
DROPOUT PREVENTION / INDIVIDUAL STUDENT DATA

Student Name _____ Grade Level _____ Sex _____ Racial/Ethnic Category* _____

Student Number _____ Date of Birth _____

School _____ Referring Person _____

Teacher _____ Entry Date _____ Exit or Completion Date _____

Date Transferred _____ Withdrawal Code _____

*I=American Indian/Alaskan Native
B=Black/Non-Hispanic
H=Hispanic
W=White/Non-Hispanic
A=Asian/Pacific Islander

Check Program Category ____ Educational Alternative ____ Teen Parent ____ Substance Abuse ____ Youth Services ____ Disciplinary

Check Type of Program ____ In-School DP ____ The Woods ____ New Directions ____ IDEAL ____ CYESIS ____ Work Experience Plus ____ LIFE ____ Stop Camp ____ King Academy

DIRECTIONS: 1) Mark entries only in the section which indicates the student's eligibility category.
2) Place a check mark in the entry column(s) indicating the specific reason(s) for the student's placement.
3) Place a check mark in the exit column(s) indicating the means of evaluation used for exiting the student to a regular program.
Refer to Sarasota County Guidelines to ensure that reason(s) for exit correspond to reason(s) for entry.)

Unsuccessful/Disinterested

ENTRY	G.P.A. 1.5 or less	
	Test Scores	
	One or More Retentions	
	Excessive Absences	
	Non-Mastery S.S.A.T.	
	Excessive Student Services Personnel Referrals	
EXIT	G.P.A. 1.5 or higher	
	Improved Achievement	
	Improved Attendance	
	100% Mastery S.S.A.T.	
	Completed Program/Graduation	
	Improved Behavior	

Disruptive (Disciplinary Program Only)

ENTRY	Suspension/Expulsion	
	Excessive Behavior Referrals	
	Threatens Welfare of Students/Other	
EXIT	Decreased Behavior Referrals	
	Improved Attendance/Achievement	
	Decreased Number of Expul/Susp	
	Completed Program/Graduation	

Additional Eligibility

ENTRY	Intends on Dropping Out	
	Dropout	
	Substance Abuse	
	Juvenile Record/H.R.S.	
	Pregnant/Parent	
EXIT	Improved Attitude/Achievement	
	Removed from Shelter	
	Postpartum Completed	
	Desires Regular School	
	Completed Program/Graduation	
	Improved Parenting Skills	
	Birth Weight at/above 5.5	
	Reduced Repeat Pregnancies	
	Decreased Substance Abuse	
	Substance Abuse Awareness	

☐ STUDENT NEEDS TO CONTINUE ENROLLMENT FOR CONTINUED SUCCESS. (Check if the student is in the program for a second year.)

DOCUMENTATION

DIRECTIONS: Circle the types of backup information on file which were used to support the student's entry and exit.

Entry
1) Withdrawal/Transfer Data, 2) Grades, 3) Attendance, 4) Test Scores, 5) S.S.A.T. Scores, 6) G.P.A., 7) Retention Record, 8) Anecdotal Records, 9) Medical Records, 10) Juvenile Records/H.R.S., 11) Discipline History, 12) Observations, 13) Staffing Records, 14) Documentation of Pregnancy, 15) Substance Abuse, 16) Other _____

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Exit
1) Withdrawal/Transfer Data, 2) Grades, 3) Attendance, 4) Test Scores, 5) S.S.A.T. Scores, 6) G.P.A., 7) Retention Record, 8) Anecdotal Records, 9) Medical Records, 10) Juvenile Records/H.R.S., 11) Discipline History, 12) Observations, 13) Staffing Records, 14) Documentation of Pregnancy, 15) Substance Abuse, 16) Other _____

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Ret: Master, 5Y after w/g
Duplicates, OSA

An Affirmative Action/Equal Opportunity Agency

001-89-ASI
Eff 1/5

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EDUCATIONAL ALTERNATIVES
ELIGIBILITY STAFFING FORM

STUDENT:_____D.O.B._____SCHOOL:_____

CURRENT GRADE:_____

STUDENT PROBLEM/NEED:_____

_____

_____

CHECK ALL THAT APPLY:

( ) Grade point average (current or cumulative) below 2.0
( ) Failing 2 or more classes or subjects
( ) History of one or more retentions
( ) More than 10% absentee rate
( ) Inadequate self-concept, school attitude, or inappropriate social skills as documented by student services personnel
( ) Parents of siblings who were early school leavers or stressful family situations as documented by student services personnel
( ) Previously served in a Drop Out Prevention Program and in need of support services as documented by student services personnel

THIS STAFFING COMMITTEE RECOMMENDS THIS STUDENT BE DECLARED:
Eligible_____Ineligible_____Dismissed_____

PROGRAM:

Intensive Alternatives Program (IAP)_____
Motivational Alternative Program (MAP)_____
Learning Assistance Program (LAP) _____
Support Our Students Program (SOS) _____
Performance Based Diploma Program (PBDP) _____
Accelerated Alternatives Program (AAP)____
Alpha Program _____
Resource Assisted program (RAP) _____

COMMENTS:_____

_____

_____

_____ _____ _____
Administrator EAP Teacher

_____ _____ _____
Student Services Staff EAP Teacher

_____ _____ _____
EAP Teacher

DATE: _____

DROPOUT PREVENTION
EDUCATIONAL ALTERNATIVES PROGRAM
STUDENT ELIGIBILITY DOCUMENTATION

STUDENT NAME_____ D.O.B._____

	DATE(S)
1. PARENT NOTIFICATION OF ELIGIBILITY	_____
2. PARENT REFUSED___ACCEPTED___PLACEMENT	_____
3. STUDENT COUNSELED	_____
4. STUDENT ENTERED PROGRAM	_____
5. STUDENT EXITED PROGRAM	_____

REASON:_____

This form should be maintained in the student's cumulative record, in addition to:

a. EAP Eligibility Staffing Form (Appendix A)
b. EAP Parent Notification (Appendix B, C)
c. EAP Annual Status Evaluation (Appendix G)

EDUCATIONAL ALTERNATIVES
STAFFING LOG

School_____

Student	D.O.B.	Sex	Grade	MAP	LAP	AAP	LAP	PDP	SOS	ALPHA	MIX M/S	DATE ELIGIBLE	Date Parent Notification/ Permission	Date Student Counsel	Student/ Parent Refused	Date of Assign-ment	Date of Dis-missal
73																	74

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EDUCATIONAL ALTERNATIVES PROGRAM
ANNUAL STATUS EVALUATION

STUDENT:_____YEAR:____GRADE:____

SCHOOL:_____ MAP____LAP____AAP____RAP____

IAP____SOS____PBDP____ALPHA____

1. DESCRIBE STUDENT'S ACADEMIC PROGRESS IN EAP DURING THE YEAR:

_____

_____

_____

2. RATE STUDENT'S EFFORT/MOTIVATION IN THE PROGRAM:
   High____ Moderate____ Low____

3. ESTIMATE STUDENT'S ATTENDANCE PERCENTAGE:
   Above 90%____ 75-89%____ Below 75%____

4. RECOMMEND:

( ) Student should continue in EAP current assignment.
( ) Student should be dismissed from EAP current assignment, but remain in EAP.
( ) Student should be dismissed from EAP.
( ) Student should be referred to In-School Staffing to consider psycho-educational evaluation.
( ) Other:_____

_____

5. THIS STUDENT IS PARTICIPATING ON A VOLUNTARY BASIS: Yes___No___

SIGNED:

_____ _____ _____

_____ _____ _____

_____ _____ _____

COMMENTS:_____

_____

_____

_____

SAMPLE

EDUCATIONAL ALTERNATIVES PROGRAM
PARENT NOTIFICATION

Dear_____,

Due to concern over the educational progress of your son/daughter,_____ _____, a staffing committee has recommended that he/she be invited to participate in the Educational Alternatives Program. This program is a voluntary and positive program aimed at helping students succeed in school and obtain a regular high school diploma.

Success in the program depends on the support of the parents and the recognition by the student that it is a privilege to attend. Classes have fewer students, and teachers are more able to individualize instruction and present creative lessons. You may request a more detailed description of the program through a conference.

Students will remain in the program only if they show positive attitudes, efforts, and improvement in behaviors. They will be counseled prior to entry into the program.

You are entitled to a review of any action regarding the placement of your student in this program. Also, if you believe that your son/daughter needs a formal evaluation to further define his/her educational needs, we will be happy to refer him/her to the in-school staffing committee.

Meanwhile, we hope you will support this placement. If we do not hear from you within one week, we will assume that you agree with this decision. Please call if you have questions or concerns.

Sincerely,

Principal

SAMPLE

EDUCATIONAL ALTERNATIVES PROGRAM
PARENT NOTIFICATION UPDATE

Dear_____.

Greetings from the (Educational Alternatives/MAP/LAP) program at (school). As you know your son/daughter _____ _____ enjoys the privilege of participating in this special program. In addition to benefiting from a lower student/teacher ratio, the students are taught by excellent, creative teachers who are very sensitive to the individual needs of youth.

We would, however, like to remind you that participation is voluntary and that you always have the right to appeal the placement decision. Further, you are entitled to referral for formal evaluation for other special programs at school, if you so request.

This communication is intended to remind you of your rights as well as to update our school records.

We encourage you to visit the school and work closely with your son/daughter's teachers.

If we do not hear to the contrary within one week, we will assume you are pleased with your child's educational placement.

Sincerely,

Principal

SAMPLE

EDUCATIONAL DISMISSAL
PARENT NOTIFICATION

Dear _____,

Please be advised that your son/daughter _____ will be dismissed from the MAP/LAP/AAP program, effective __(date).

The dismissal is for the following reason(s):

1. (This could be for positive
2. or negative reasons.)

If you have any concerns over our decision and desire a conference to discuss the matter, please contact the school for a conference. Thank you for your cooperation.

Sincerely,

Principal

Appendix C

District Dropout Prevention and Transition Contact Persons

DROPOUT PREVENTION CONTACT LIST 1994-95

Mr. Ed Smith, Director Compensatory Education **Alachua** County Schools 620 East University Avenue Gainesville, FL 32601-5498 (904)955-7634,955-7300 Fax 955-6700 SC 625-7634 cc: Glen Moore	Danny Boutwell Dropout Prevention Coordinator **Baker** County Schools 392 South Boulevard East Macclenny, FL 32063-2799 (904) 259-6251 Fax 259-2825	Mrs. Hattie Burch, Coordinator Student Services **Bay** County Schools 1311 Balboa Avenue Panama City, FL 32402-0820 (904) 872-4326 SC 777-4326 Fax 872-4806
Ms. Eugenia Whitehead, Director Student Services **Bradford** County Schools 582 North Temple Avenue Starke, FL 32091-2610 (904) 964-6800x222 Fax 964-6017 SC 821-5229	Mr. Val Croskey, Jr. Director Student Services **Brevard** County Schools 2700 St. Johns Street Melbourne, Fl. 32940-6699 (407) 633-1000x270 SC 323-1270 Fax 633-3520	Mark A. Thomas, Coordinator Office of Dropout Prevention **Broward** County Schools 600 SE 3rd Avenue, 4th floor Ft. Lauderdale, Florida 33301 (305)768-8903 SC 484-8903 Fax 765-6368
Patricia B. Suggs, Coordinator, Dropout Prevention **Calhoun** County Schools 337 River Street Blountstown, FL 32424 (904)674-8734 Fax 674-5814	Chantal Phillips, Coordinator Dropout Prevention **Charlotte** County Schools 1445 Piatti Drive Port Charlotte, FL 33948-1053 (813)255-0808 x 3060 (SC) 721-7111 Fax 255-0413	Mr. David Cook, Coordinator Student Support Services **Citrus** County Schools 1007 West Main Street Inverness, FL 34450-4698 (904) 726-1931 SC 647-1011 Fax 726-0404 cc: Ms. Bonnie Skrove, Exec. Dir Ed Services and Mgmt Tng
Mr. Jud Wilhelm, Director Secondary Education **Clay** County Schools 900 Walnut Street Green Cove Springs, FL 32043 (904) 272-8100x613 FAX 284-6525 SC 835-1613 cc: Ms. Sandy McCraken Assistant Superintendent	Dr. Cary Church, Coordinator Dropout Prevention/Guidance and Counseling Pupil Services **Collier** County Schools 3710 Estey Avenue Naples, FL 33940 (813) 643-2700 SC 752-1011 Fax 643-7751	Ms. Barbara Foreman, Director Secondary Education **Columbia** County Schools 528 West Duval Lake City, FL 32055 (904) 755-8021 SC 887-8021 Fax 755-8029

Dr. Barbara Carey Assistant Superintendent **Dade** County Schools 1450 N.E. 2nd Ave. Room. 271 Miami, FL 33132 (305)995-1275, (SC) 432-1275 Fax (305) 995-1277	Mr. Russell Wheatley Associate Superintendent **Dade** County Schools 1444 Biscayne Blvd., Room 350 Miami, FL 33132 (305) 995-7660, (SC)432-7660 FAX (305)995-7665	Mr. Robert Kujawa Interim Director of Instructional Services **DeSoto** County Schools 530 LaSolona Ave. Arcadia, FL 33821-4911 (813) 494-4222 SC 721-7500 Fax 494-9675
Kenneth A. Baumer, Director Elementary and Secondary Education **Dixie** County Schools Post Office Box 890 Cross City, FL 32628 (904) 498-1305 SC 656-1305 Fax 498-1308	Tad Shuman, Jr., Gen. Director Special Programs **Duval** County Schools 1701 Prudential Drive Jacksonville, FL 32207-8182 (904) 390-2133 SC 825-2133 Fax 390-2280	Ms. Sandra Riley, Director Secondary Education J.E. Hall Education Services Ctr **Escambia** County Schools 30 East Texar Drive Pensacola, FL 32503 (904) 469-5318 SC 694-5318 Fax 469-5630
Phyllis Edwards, Director of Instruction/Staff Development **Flagler** County Schools Post Office Box 755 Bunnell, FL 32110 (904) 437-7526 SC 370-7575 Fax 437-7577	Ms. Virginia Lawrence **Florida A & M University High** Post Office A-19 Tallahassee, FL 32307 (904) 599-3326 Fax 561-2609	Ms. Mildred Alexander **Florida State University High** Florida St. Univ. Box 3025 Tallahassee, FL 32306 (904)644-6426 Fax 644-8641
Mrs. Fay Burton, Coordinator Dropout Prevention **Franklin** County Schools 155 Avenue E Apalachicola, FL 32320 (904)653-8831 SC 771-4770 Fax 653-8984	Ms. Lillie Jackson, Coordinator, Dropout Prevention **Gadsden** County Schools 500 West King Street Quincy, FL 32353-1499 (904)627-7557 Fax 627-2760	Janet Bradley Trenton High School **Gilchrist** County Schools Post Office Box 7 Trenton, FL 32693 (904)463-3217 (SC) 666-3217 Fax 463-1149

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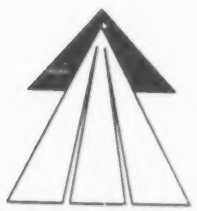

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